



Curriculum Map 2025-26 - PHOTOGRAPHY

TERM		
	YEAR 10	YEAR 11
AUTUMN	<u>Component 1 A</u> -Thematic project focusing on primary observations and editing techniques interspersed with refinement of practical skills, photographer research and annotation lessons.	<u>Component 1 B</u> - Thematic project continued, focusing on experimenting with a range of media, risk taking and final piece development. 10 hr final piece-controlled assessment.
SPRING	Component 1 A – Thematic project continued, focusing on experimenting with a range of media, risk taking and final piece development. 10 hr final piece-controlled assessment.	Exam Component 2 - Externally set
SUMMER	Component 1 B - Second Thematic project focusing on primary observations and editing techniques interspersed with refinement of practical skills, photographer research and annotation lessons.	

Assessment	Students complete a controlled assessment over a sustained period (5-10hrs) to complete a final piece for each term. This is marked alongside the students' digital portfolios. Half-termly assessment is completed for digital portfolio work.	All work completed in year 10 & 11 is worth 100% of the students overall GCSE grade.
SKILLS	SKILL PROGRESSION	SKILL PROGRESSION
	Using the GCSE A0's the students will develop their practical skills within each A0. Each project will build on the formal element skills learnt at KS3. Students will be pushed to take more risks with ideas and materials.	Using the GCSE AO's the students will develop their practical skills within each AO. Each project will build on the formal element skills learnt at KS3. Students will be pushed to take more risks with ideas and materials.
	A01 – Develop your ideas through researching artists and working in their styles. Demonstrate you understand how these photographers work and their influences. Write your own opinions about their work.	A01 - Develop your ideas through researching artists and working in their styles. Demonstrate you understand how these photographers work and their influences. Write your own opinions about their work.
	A02 - Refine your ideas through experimenting with different medias and digital techniques. E.g. digital editing, collage, printing etc. Write what you have done and whether you are pleased with the outcome. What would you do differently next time.	A02 - Refine your ideas through experimenting with different medias and digital techniques. E.g. digital editing, collage, printing etc. Write what you have done and whether you are pleased with the outcome. What would you do differently next time.
	A03 - Record your ideas linked to the theme by taking photographs and observational drawing. Explain why these link to the theme.	A03 - Record your ideas linked to the theme by taking photographs and observational drawing. Explain why these link to the theme.
	A04 - Bring all your research, experimenting and observations together to create a FINAL PIECE (10 hrs). Show a few ideas and develop them. Explain how your final piece will link to a photographer, your observations and experimentation.	A04 - Bring all your research, experimenting and observations together to create a FINAL PIECE (10 hrs). Show a few ideas and develop them. Explain how your final piece will link to a photographer, your observations and experimentation.

CAREER	Career skills used in SOW	Career skills used in SOW
LINK	Communication - Group work	Communication - Group work
	Organisation - work/H/W	Organisation - work/H/W
	Creative thinking/problem solving throughout. Artist, illustrator, architect, designer research embedded.	Creative thinking/problem solving throughout. Artist, illustrator, architect, designer research embedded.
	Sainsbury Centre visit - link to job roles within this industry.	

For further details of Personal Development within the Art department, please see the Personal Development/SMSC audit at the bottom of this document.

Art Department Personal Development/SMSC Audit

Name of D	Department: ART	/PHOTOGRAPHY/TEXTILE	ES	Key Stage 4	
	Spiritual Examples: sense of self, unique	Moral Examples: right and wrong, moral conflict, a concern	Social Examples: the responsibilities, rights of being	Cultural Examples: cultural traditions, respect for their own	Personal development Examples specifically

	potential, understanding strengths and weaknesses, curiosity about themselves and their place in the world increases, fundamental questions. They develop the knowledge and skills to foster their own inner lives, non-material wellbeing and creativity.	for others, will to do what is right, reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge/skills necessary to make responsible moral decisions.	members of families and communities (local, national and global), ability to relate to others and to work with others for the common good, belonging and participating, active contribution to the democratic process, sense of community and pro-social action.	culture and that of others, an interest in differences. Ability to understand, appreciate and contribute to culture.	related to: Healthy relationships/ friendships Health Education / mental health / physical health / internet safety/drugs and alcohol/ healthy eating/ preventing poor health (personal hygiene)/ basic first aid/ adolescence
Year 10	GCSE thematic projects. All students will be encouraged to work with their own personal feelings to express themselves. Throughout their artist research work students may decide to study artists that create art work solely in response to a spiritual connection. This decision will be personal to each students and in response to their own project.	GCSE thematic projects. Students are encouraged to look at the moral implications of their work and how it connects to the world and the intended viewer. They may wish to use a moral message with in their work and this may have been from a personal experience or a general view point. Artist research and influence will be considered and clearly linked as part of the course specification.	GCSE thematic projects. Students will look at social links throughout their projects. Some students may do so very explicitly and focus on a particular social element. Others may use personal experience to explore the social pros and cons e.g. alcoholism.	GCSE Artist Research As part of the GCSE specification all students will have to cover a range of artist and cultural research. This must be specific to their personal projects and will often encompass other spiritual, moral and social areas. The expectation would be that students research their artist/culture in depth to show an understanding of how that artist creates work and what their influences were. SMSC day - Year 10 trip to the Sainsbury Centre across all endorsements OR Artist lead workshop.	GCSE students have the opportunity to link their themed projects to a range of personal development topics such as: Healthy relationships/ friendships Health Education / mental health / physical health / internet safety/drugs and alcohol/ healthy eating/ preventing poor health (personal hygiene)/ basic first aid/ adolescence

Year 11	GCSE thematic projects. All students will be encouraged to work with their own personal feelings to express themselves. Throughout their artist research work students may decide to study artists that create art work solely in response to a spiritual connection. This decision will be personal to each students and in response to their own project.	GCSE thematic projects. Students are encouraged to look at the moral implications of their work and how it connects to the world and the intended viewer. They may wish to use a moral message with in their work and this may have been from a personal experience or a general view point. Artist research and influence will be considered and clearly linked as part of the course specification.	GCSE thematic projects. Students will look at social links throughout their projects. Some students may do so very explicitly and focus on a particular social element. Others may use personal experience to explore the social pros and cons e.g. alcoholism.	As part of the GCSE specification all students will have to cover a range of artist and cultural research. This must be specific to their personal projects and will often encompass other spiritual, moral and social areas. The expectation would be that students research their artist/culture in depth to show an understanding of how that artist creates work and what their influences were.	GCSE students have the opportunity to link their themed projects to a range of personal development topics such as: Healthy relationships/ friendships Health Education / mental health / physical health / internet safety/drugs and alcohol/ healthy eating/ preventing poor health (personal hygiene)/ basic first aid/ adolescence
Year 9,				e they can continue to develop a	nd refine their work in a
10 & 11	relaxed environment.	ı ilis gives disadvantaged stude	ents an opportunity to use the de	ері s equipment and facilities.	
	'	/PHOTOGRAPHY		Key Stage 5	
Sp	Department: ART	/PHOTOGRAPHY Moral Examples: right and wrong, moral conflict, a concern	Social Examples: the responsibilities, rights of being	Key Stage 5 Cultural Examples: cultural traditions, respect for their own	Personal development

	themselves and their place in the world increases, fundamental questions. They develop the knowledge and skills to foster their own inner lives, non-material wellbeing and creativity.	their actions and learn how to forgive themselves and others. They develop the knowledge/skills necessary to make responsible moral decisions.	global), ability to relate to others and to work with others for the common good, belonging and participating, active contribution to the democratic process, sense of community and pro-social action.	interest in differences. Ability to understand, appreciate and contribute to culture.	related to: Healthy relationships/ friendships Health Education / mental health / physical health / internet safety/drugs and alcohol/ healthy eating/ preventing poor health (personal hygiene)/ basic first aid/ adolescence
Year 12	A-Level thematic projects. All students will be encouraged to work with their own personal feelings to express themselves. Throughout their artist research work students may decide to study artists that create art work solely in response to a spiritual connection. This decision will be personal to each students and in response to their own project.	A – Level thematic projects. Students are encouraged to look at the moral implications of their work and how it connects to the world and the intended viewer. They may wish to use a moral message with in their work and this may have been from a personal experience or a general view point. Artist research and influence will be considered and clearly linked as part of the course specification.	A - Level thematic projects. Students will look at social links throughout their projects. Some students may do so very explicitly and focus on a particular social element. Others may use personal experience to explore the social pros and cons e.g. alcoholism.	A – Level Artist Research As part of the specification all students will have to cover a range of artist and cultural research. They will also visit several galleries. This must be specific to their personal projects and will often encompass other spiritual, moral and social areas. The expectation would be that students research their artist/culture in depth to show an understanding of how that artist creates work and what their influences were.	A – Level students are positively encouraged to take on board contemporary PD issues to gain depth and interest within their personal Investigations. They will often explore mental health, political, abuse and relationship issues. 6th Form students go out on trips throughout the year to see Photographers and Artist's work.
				NUA – Degree show trip in the summer term.	Life drawing classes. The students in Year 12/13 are encouraged to attend these sessions. This helps students overcome boundaries gain confidence within this environment. Whilst being a vital part of developing their observation skills.